

## EYFS Barton Curriculum Long Term Plan 2024 - 2025

| Term                              | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
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| Theme                             | Marvellous Me!  | Let's Celebrate  | People who help us   | Under The Sea   | Amazing Animals/Mini-beasts   | Growing and Plants  |
| <b>Focus Topic</b>                | Starting school<br>My new class<br>New beginnings<br>Ourselves<br>My body<br>How have I changed?<br>What am I good at?<br>My family<br>Being Kind   | Celebrations<br>Autumn<br>Light and Dark   | People in the community<br>Jobs/roles<br>Winter<br>Contrasting environments  | Underwater worlds<br>Sea creatures<br>pollution   | Life-cycles   | Healthy eating<br>Looking after our teeth<br>Growing fruit and vegetables   |
| <b>Key Events</b>                 | Transitions<br>Birthdays<br>Harvest<br>Visit to the Library   | Remembrance Day<br>Halloween<br>Diwali<br>Bonfire night<br>Nativity<br>Christmas<br>Visit to the Church  | Visit from people in the community<br>Chinese New Year<br>Pancake Day<br>Mother's Day<br>Easter<br>Visit the Post office   | Visit the aquarium<br>World Book Day  | Visit Kent Life – Mini-Beasts workshop  | Strawberry picking<br>Lavender Farm<br>Sports day   |
| <b>Talk Through Stories Texts</b> | A bit Brave<br>5 Minutes peace<br>Zog   | Winnie the Witch<br>Stick man<br>One snowy night   | Alien love underpants<br>Billy's bucket  | The Rainbow Fish<br>Tiddler<br>Anna Hibiscus  | The Wonky Donkey<br>Gigantosaurus<br>Where the wild things are  | Lost and Found<br>Farmer Duck   |
| <b>Other Key Texts</b>            | Giraffes can't dance<br>Up and down   | The Christmas story<br>Leaf  | The Jolly Postman<br>Katie Morag delivers the mail   | Look up<br>The Tiger who came to see  | The very Hungry Caterpillar<br>What the Ladybird heard  | The Tiny Seed<br>Jack and the Beanstalk   |
| <b>Literacy - Comprehension</b>   | Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in | Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps. | Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently | Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow. | Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. | Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front |

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|                              | extended conversations about stories, learning new vocabulary.  |  | introduced vocabulary during discussions about stories and during role-play.   |   |   | cover, back cover, spine, blurb, illustration, illustrator, author and title.   |
| <b>Literacy Word Reading</b> | Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge. | Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. | Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. | Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. | Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.   | Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.   |
| <b>Literacy - Writing</b>    | Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.  | Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.   | Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.   | Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.  | Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. | Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. |

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| <p><b>Mathematics</b></p>                | <p>Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition. Pattern and early number: Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. Recognise numbers in the environment. A number every week 'Number of the week'.</p> | <p>Numbers within 5: Number bonds to 5. Count up to five objects. One more and one fewer. Order numbers 1 to 5. Addition and subtraction within 5: Explore zero. Addition and subtraction to 5. Measures: Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and Sorting: Describe, and sort 2-D &amp; 3- D shapes. Describe position. Seasons. Sequencing daily events.</p> | <p>Numbers within 10: Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers. Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away. Deep understanding of 10 including the composition of each number.</p> | <p>Numbers within 20: Count up to 10 objects. Represent, order and explore numbers to 20. One more and one fewer. Odd numbers and even numbers. Grouping and Sharing: Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing. Have a deep understanding of number to 10, including the composition of each number. Doubling and halving: Doubling. Halving. The relationship between them.</p> | <p>Addition and subtraction within 20: Addition as counting on and subtraction as taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity. Money: Coin recognition and values. Combinations to total 20p. Change from 10p. Measures: Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths.</p> | <p>Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. Numbers beyond 20: One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Measurement: Calendar and Time: Days of the Week.</p> |
| <p><b>Communication and Language</b></p> | <p><b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</b></p>  |  |   |   |  |   |
|  | <p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.</p>   | <p>Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.</p>   | <p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.</p>  | <p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.</p>   | <p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>  | <p>Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their</p>   |

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|                             |   |   |  |   |   | own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use  |
| <b>Physical Development</b> | <p><b>Cooperation and Moving Gross Motor:</b><br/>Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting</p>                     | <p><b>Ball Skills and Wheeled Toys Gross Motor:</b><br/>Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area, dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p>                            | <p><b>Ball Skills and Moving to Music Gross Motor:</b><br/>Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance</p>   | <p><b>Balance Gross Motor:</b><br/>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p>  | <p><b>Obstacles Gross Motor:</b><br/>Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.</p>                                 | <p><b>Team games Gross Motor:</b><br/>Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>                      |
|                             | <p><b>Fine Motor:</b><br/>Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.</p> | <p><b>Fine Motor:</b><br/>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.</p> | <p><b>Fine Motor:</b><br/>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p> | <p><b>Fine Motor:</b><br/>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p> | <p><b>Fine Motor:</b><br/>Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> | <p><b>Fine Motor:</b><br/>Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking</p> |



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|                         | <p>Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p> | <p>Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> | <p>Roles of different jobs around us. What jobs do our family members do? Role-play – Vets/Doctors</p>   | <p>different, how is it different?</p>  | <p>Talk about what different animals need? Explore zoo’s in the past, have they changed?</p>  | <p>Role –play – garden centre – looking at how tools have changed<br/>Talk about the lives of the people around them and their roles in society.<br/><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b><br/><b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></p>  |
| Understanding the World | <p><b>People, Culture and Communities</b><br/>Describing their environment around them. Can they locate their home on google maps?<br/>Exploring what makes a family. The varying members of</p>  | <p><b>People, Culture and Communities</b><br/>Links to festivals:<br/>Bonfire night<br/>Diwali<br/>Christmas<br/>Role play – Christmas home scene.<br/>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>  | <p><b>People, Culture and Communities</b><br/>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.<br/>Significant cultural events:<br/>Pancake Day<br/>Easter<br/>Mother’s Day</p> | <p><b>People, Culture and Communities</b><br/>Exploring Shoreham and developing maps of the local area.</p> | <p><b>People, Culture and Communities</b><br/>Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p> | <p>Describe their immediate environment using knowledge from <b>observation, discussion, stories, non-fiction texts and maps.</b><br/><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b><br/><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p> |
| Understanding the World | <p><b>The Natural World</b><br/>Seasons – Autumn – differences and changes</p>  | <p><b>The Natural World</b></p>   | <p><b>The Natural World</b><br/>Seasons – Winter – differences and changes</p>   | <p><b>The Natural World</b><br/>Seasons – Spring – differences and changes</p>                              | <p><b>The Natural World</b><br/>Care and concern for living things.</p>   | <p><b>The Natural World</b><br/>Seasons – Spring – differences and changes</p>   |

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|                                   | over time – weather, animals and plants.   | Exploring light and dark. How can we see in the dark?<br>Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.<br>Nocturnal animals – making sense of habitats. Which animals are nocturnal?                                  | over time – weather, animals and plants.<br>Melting ice experiments.<br>Non-fiction arctic environment and animals.<br>Comparing the Arctic to their local environment. | over time – weather, animals and plants.<br>Introduce the children to recycling and how it can take care of our world.<br>Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.<br>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. | Observing minibeasts.<br>Looking after the caterpillars/butterflies                                      | over time – weather, animals and plants.<br>Exploring the differences between land and water.<br>Planting Sunflowers, beans and other flowers.<br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| <b>Expressive Arts and Design</b> | <b>Creating with Materials: Drawing and Painting</b><br>Self portraits<br>Use of the continuous provision and how to use the paint and workshop areas.<br>Autumn pictures.<br>Mixing colours and exploring textures. Using a range of painting tools.<br>Mark making using different resources | <b>Creating with Materials: Drawing and painting</b><br>Linking colours to festivals.<br>Firework pictures.<br>Rocket models. Begin to colour in-between lines<br>Christmas decorations, Christmas cards, Divas.<br>To learn to construct with a purpose in mind | <b>Creating with Materials: Printing and Textiles</b><br>Winter pictures and scenes.<br>Chinese New Year - lanterns   | <b>Creating with Materials: Printing and Textiles</b><br>Spring pictures.<br>Flower artwork.<br>Investigate and experiment with different joining materials  | <b>Creating with Materials: 3D Modelling</b><br>Farm pictures<br>Healthy Eating collages.<br>African Art | <b>Creating with Materials: 3D Modelling</b><br>Summer pictures.<br>Marine life pictures.<br>Paper plate jellyfish.<br>Making passports. Food hygiene. Develop fine motor skills cutting and chopping food<br><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</b>   |

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| <p><b>Expressive Arts and Design</b></p> | <p><b>Being Imaginative and Expressive: Pulse</b><br/>Singing songs and learning some familiar songs – Harvest songs.<br/>Role-play – home corner.<br/>Small world play<br/>Move in time to music of different tempos. To be able to create long and short sounds with instruments</p> | <p><b>Being Imaginative and Expressive: Rhythm</b><br/>Singing songs and learning some familiar songs – Christmas songs.<br/>Performing the Nativity.<br/>Role-play – home corner (enhanced with Christmas)<br/>Listen to music and make their own dances in response. Play along with a rhythm</p> | <p><b>Being Imaginative and Expressive: Pitch</b><br/>Singing songs and learning some familiar songs – Winter songs.<br/>Role-play – the arctic.<br/>Small world - arctic explorer.<br/>Improvise music combining rhythm, pitch and tempo</p>   | <p><b>Being Imaginative and Expressive: Technology</b><br/>Singing songs and learning some familiar songs – Easter songs, Spring songs, Eisteddfod concert performance<br/>Role-play – under the sea.<br/>Create sounds to accompany a story and to perform the story</p> | <p><b>Being Imaginative and Expressive: 20<sup>th</sup> Century music</b><br/>Singing songs and learning some familiar songs – Spring songs.<br/>Small world play – farmyards.<br/>Perform a song from 20<sup>th</sup> century</p>  | <p><b>Being Imaginative and Expressive: Voice</b><br/>Singing songs and learning some familiar songs – Seaside/Sea songs.<br/>Role-play – farm shop/garden centre.<br/>Sing high and low songs with actions for class assembly.<br/><b>Invent, adapt and recount narratives and stories with peers and their teacher.</b><br/><b>Sing a range of well-known nursery rhymes and songs.</b><br/><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p> |
| <p><b>SMSC</b></p>                       | <p><b>Mutual respect.</b><br/>We are all unique.<br/>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br/>All cultures are learned, respected, and celebrated.</p>  | <p><b>Mutual Tolerance.</b><br/>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>   | <p><b>Rule of law.</b><br/>We all know that we have rules at school that we must follow.<br/>We know who to talk to if we do not feel safe.<br/>We know right from wrong. We recognise that we are accountable for our actions.<br/>We must work together as a team when it is necessary.</p> | <p><b>Individual liberty.</b><br/>We all have the right to have our own views.<br/>We are all respected as individuals. We feel safe to have a go at new activities.<br/>We understand and celebrate the fact that everyone is different.</p>                             | <p><b>Democracy.</b><br/>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.<br/>We have the opportunity to play with who we want to play with.<br/>We listen with intrigue and value and respect the opinions of others.</p> | <p><b>British Values.</b><br/>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.<br/>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>   |
| <p><b>Assessment</b></p>                 | <p>Speech Link Assessment<br/>In-house baseline data<br/>National Reception Baseline Assessment (RBA)<br/>Observations on 2Simple<br/>Baseline on Sims Tracker<br/>Parent/pupil meeting – settling in.<br/>RWI assessment</p>  | <p>Observations on 2Simple<br/>RWI assessment<br/>Sims Tracker data updated<br/>Pupil progress meetings<br/>In-house moderation</p>   | <p>Observations on 2Simple<br/>RWI assessment<br/>Maths assessment<br/>Tracker data updated<br/>Pupil progress meetings<br/>In-house moderation<br/>Parent/pupil meeting – sharing targets</p>  | <p>GLD predictions<br/>Observations on 2Simple<br/>RWI assessment<br/>Sims Tracker data updated<br/>Pupil progress meetings<br/>In-house moderation</p>   | <p>Observations on 2Simple<br/>RWI assessment<br/>Target Tracker data updated<br/>In-house moderation</p>   | <p>Observations on 2Simple<br/>RWI assessment<br/>Pupil progress meetings<br/>Sims Tracker data<br/>End of Year Data submitted<br/>End of year Report to parents.</p>   |